Office of Title I Academic Support

Indiana Districts in Improvement Year 3 Workshop

March 19, 2009

With assistance from
Great Lakes East Comprehensive Center

Indiana Department of Education
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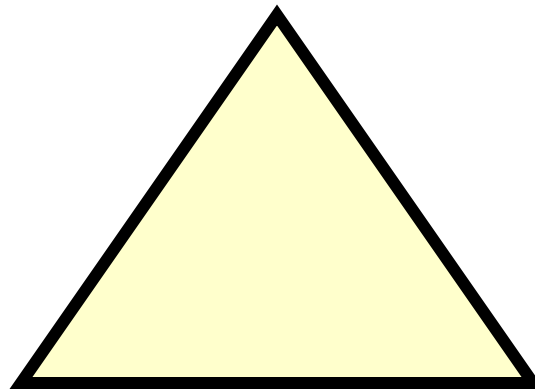SUPPORTING STUDENT SUCCESS

Purpose of the Day

- To increase your understanding of the requirements of Year 3 District Improvement.

- To receive assistance and support to improve student learning.

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Our Process to Support Districts

A solid research base of districts
like yours **– What works**

A workbook to support
district planning for
supporting its schools

Skilled facilitators with
knowledge of school and
district improvement

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The Day's Focus

9:00	**Section I: NCLB** – What does it say about district improvement?
9:45	**Section II: The Research**: High-Poverty *but* High-performing districts
10:45	**Section III: The Core of Improvement**:
	• Examining Our **Curriculum**, Instruction, and Assessments
	• A Process for **Designing a New Curriculum**
2:00	**Section IV: Creating the Plan**

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NCLB – A Brief History

✓ Elementary and Secondary Education Act (ESEA) – 1965 President Johnson

✓ ESEA, 1970 – Comparable Funding

✓ ESEA 1978 – Schoolwide

✓ ESEA 1981 – Block Grants

✓ ESEA 1994 – Improving America's Schools Act

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ESEA 2002: NCLB

- Consists of four pillars:
    1. Accountability for results
    2. Doing what works based on scientific research
    3. Expanded parental options
    4. Expanded local control and flexibility

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Indiana's LEA Improvement Terms

Safe Harbor

- To reduce number of students not meeting performance targets by 10 percent and meet attendance/graduation rate targets within one or more grade spans.

- And when attendance/graduation rate targets are met within one or more grade spans.

Confidence Interval

- The performance target for each group of students at a school.

- For greater statistical accuracy, the confidence interval will fluctuate depending on the number of students in each group.

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LEA Improvement Terms

Participation

- At least 95% of students in each student group must participate in assessment to make AYP.

Content Exclusion

- Improvement status does not go deeper when different content areas (English/Language Arts and Mathematics) miss AYP from one year to the next.

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Determining Student Groups
Not Meeting AYP

Student Groups	Elementary	Middle	High
Overall	E/LA Math	E/LA Math	E/LA Math
Black	E/LA Math	E/LA Math	E/LA Math
Hispanic	E/LA Math	E/LA Math	E/LA Math
White	E/LA Math	E/LA Math	E/LA Math
Free Lunch	E/LA Math	E/LA Math	E/LA Math
Limited English	E/LA Math	E/LA Math	E/LA Math
Special Education	E/LA Math	E/LA Math	E/LA Math

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Not Making Annual Yearly Progress - "AYP"

1. By not meeting one or more *student performance* targets (or Safe Harbor) in all three grade spans *OR*

2. By not meeting 95 percent *participation* for student groups in <u>all three grade spans</u> with 40 or more students *OR*

3. By not meeting *attendance* rate targets at <u>all three grade spans</u>.

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Activity #1: Did Our District Make AYP?

- Workbook, page 3

- 3 minutes

- Circle the student groups for your district not meeting AYP for the most recent year that data is available.

These students and their teachers ARE

the focus of all you do!

Activity #2: What does NCLB require if a district does not make AYP?

- Workbook, pages 4-5

- 20 minutes

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Student Groups – Any Changes?

- Review the student groups from your Year 1 District Improvement Plan

⬇

Same student groups
not making AYP

⬇

No addendum needed to improvement plan

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13

Student Groups – Any Changes?

- Review the student groups from your Year 1 District Improvement Plan

Same student groups not making AYP

No addendum needed to improvement plan

A different group of students not meeting AYP

Must write addendum to improvement plan

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LEA Improvement Status

Years 1 and 2: "LEA Improvement"

- Year 1 = two years of not making AYP
- Year 2 = three years of not making AYP

Years 3 and beyond: "LEA Corrective Action"

- Year 3 = four years of not making AYP

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Requirements of Districts in Improvement and Corrective Action

District Responsibilities	Year 1	Year 2	Year 3	Year 4, beyond
LEA Improvement/ Action Plan	✓ Develop new plan	✓ Revise last year's	✓ Revise (student groups)	✓ Review with curriculum
10% Title I funds for professional development (C-I-A)	✓	✓	✓	✓
Notify parents and public	✓	✓	✓	✓
Map and align E/LA curriculum – develop plan			✓	✓

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Section I: NCLB and Districts in Improvement

High-performing Districts – What is it that they <u>do</u>?

- *Workbook: Section II*

  "Becoming a High-Performing District," pages 7-16

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High-Poverty, High Performing Districts

"Thirty-five years of research provides remarkably clear guidance as to *the steps schools and districts can take* to be highly effective in enhancing student achievement."

Marzano, R. (2003) "What Works in Schools: Translating Research into Action" Alexandria, VA: Association for Supervision and Curriculum Development

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Vision, Mission, Goals

Leadership

Data and Formative Assessment

Curriculum

Student Learning

Instruction

Professional Development
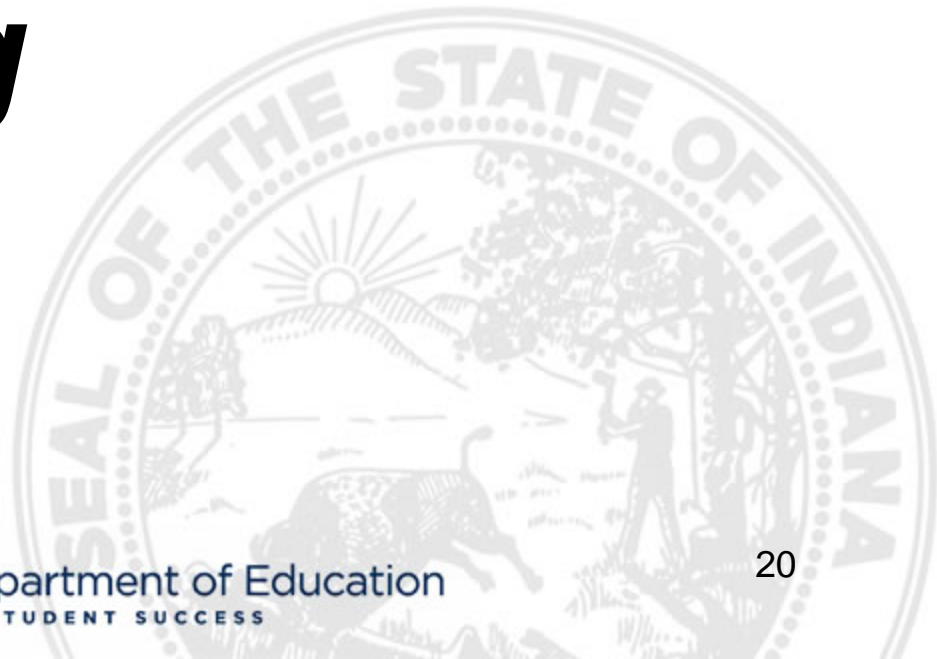
Parents, Family, Community

Cultural Competency

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The Focus

Student Learning

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Vision, Mission, Goals

Leadership

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Professional Development

Parents, Family, Community

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Data & Formative Assessments

- **Student Data**
  - Demographics; Standardized tests; Chapter and End-of-Semester tests
  - *Purpose:* Provide general patterns and trends of learning for student groups

- **Formative Assessments**
  - Daily and weekly assessments
  - *Purpose:* for teachers to change their instruction based on student learning

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Vision, Mission, Goals

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Data and Formative Assessment

Curriculum

Student Learning

Instruction

Professional Development

Parents, Family, Community

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Instruction

- Engaging to students

- Cognitively demanding

- Differentiated

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Vision, Mission, Goals

Leadership

Data and Formative Assessment

Student Learning

Instruction

Curriculum

Professional Development

Parents, Family, Community

Cultural Competency

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Curriculum

- Aligned to the state standards
- Aligned within the grade levels across the schools
- Aligned across grade levels
- Rigorous
- Taught

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Vision, Mission, Goals

Leadership

Data and Formative Assessment

Student Learning

Instruction

Curriculum

Professional Development
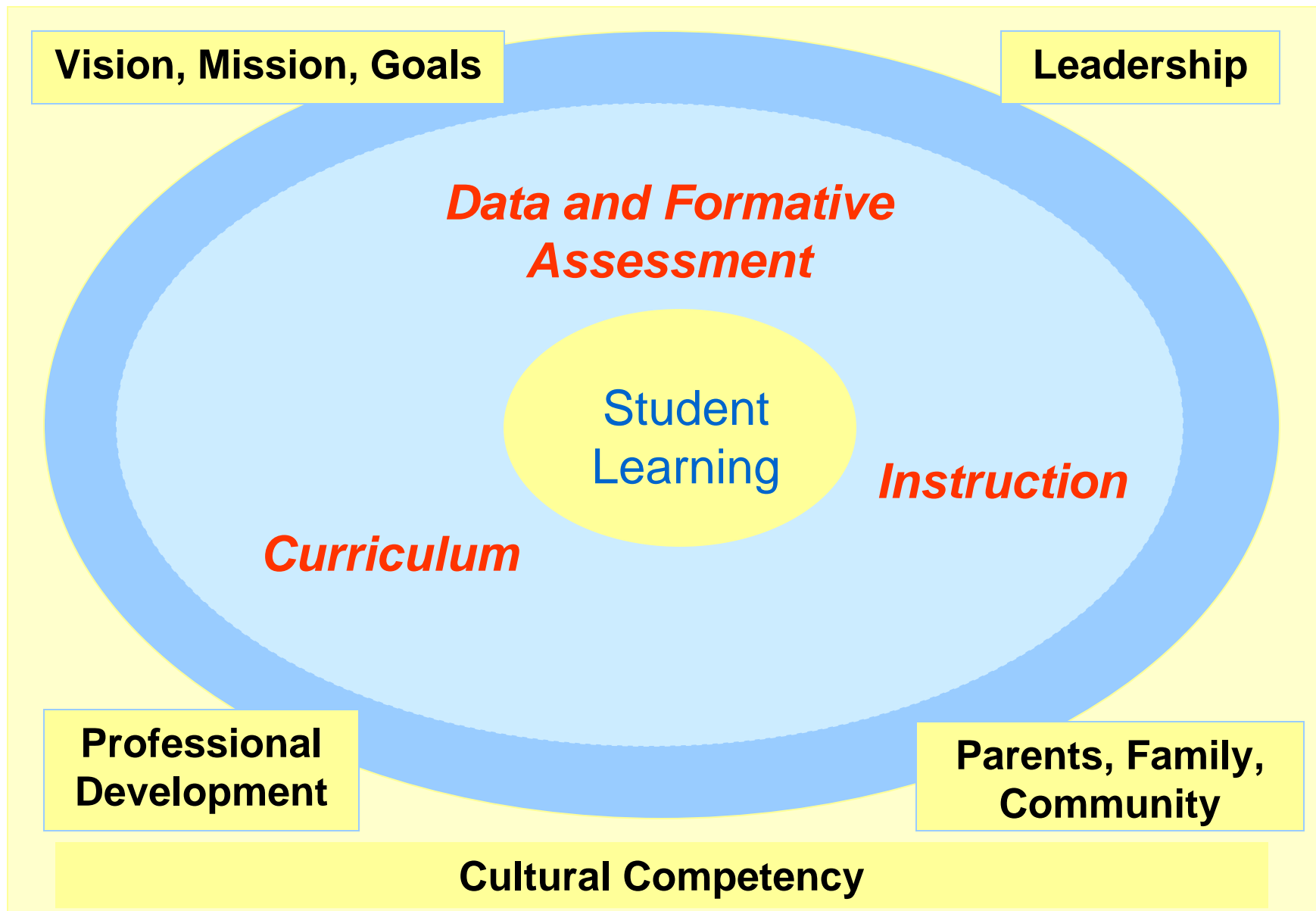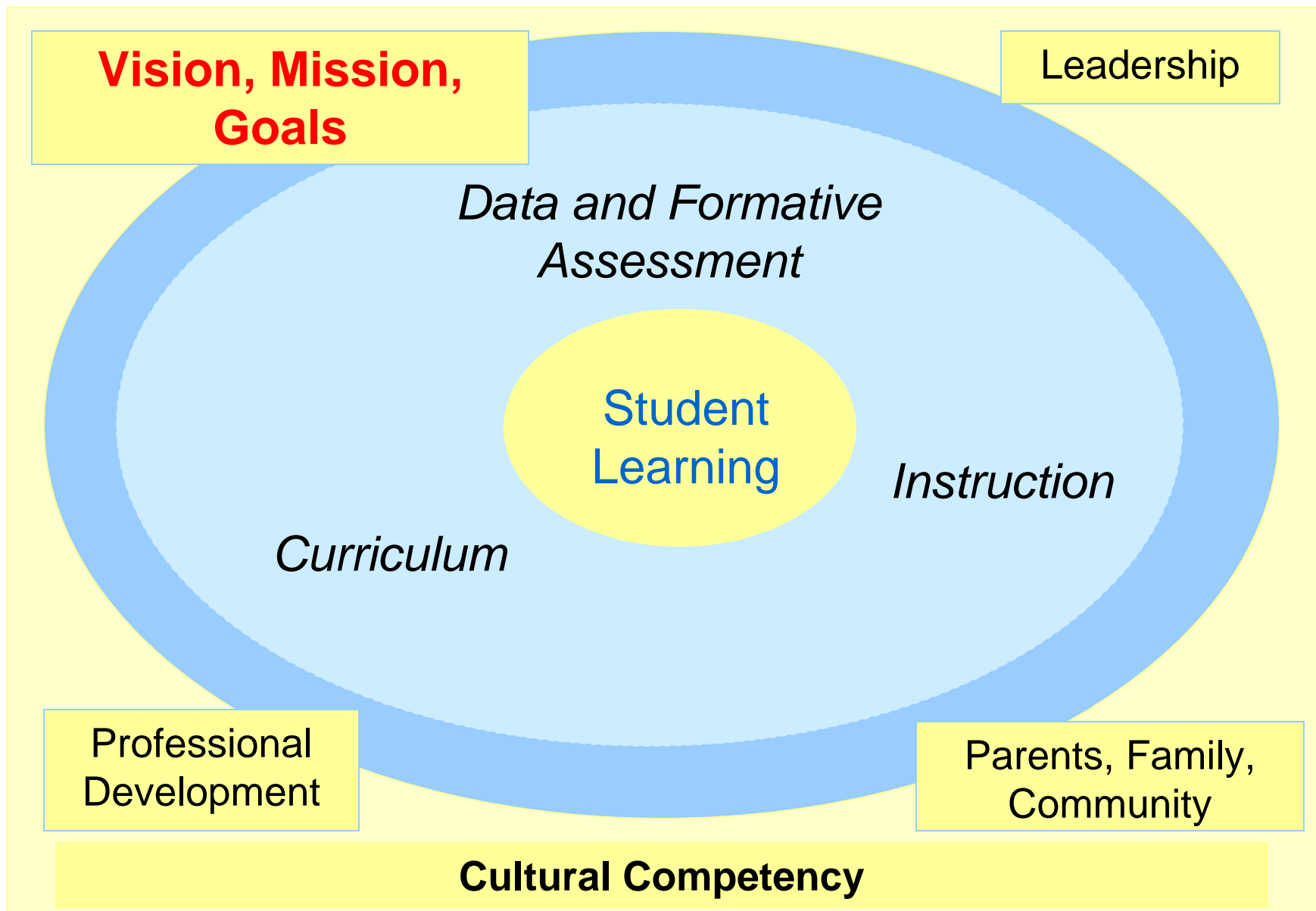
Parents, Family, Community

Cultural Competency

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Vision, Mission, Goals

Leadership

Data and Formative Assessment

Student Learning

Instruction

Curriculum

Professional Development

Parents, Family, Community

Cultural Competency

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Vision, Mission, Goals

- Is focused on student learning
- Holds high expectation for all students
- Is truly believed by teachers and staff
- District office assumes responsibility for all schools' successes

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Vision, Mission, Goals

Leadership

Data and Formative Assessment

Student Learning

Instruction

Curriculum

Professional Development
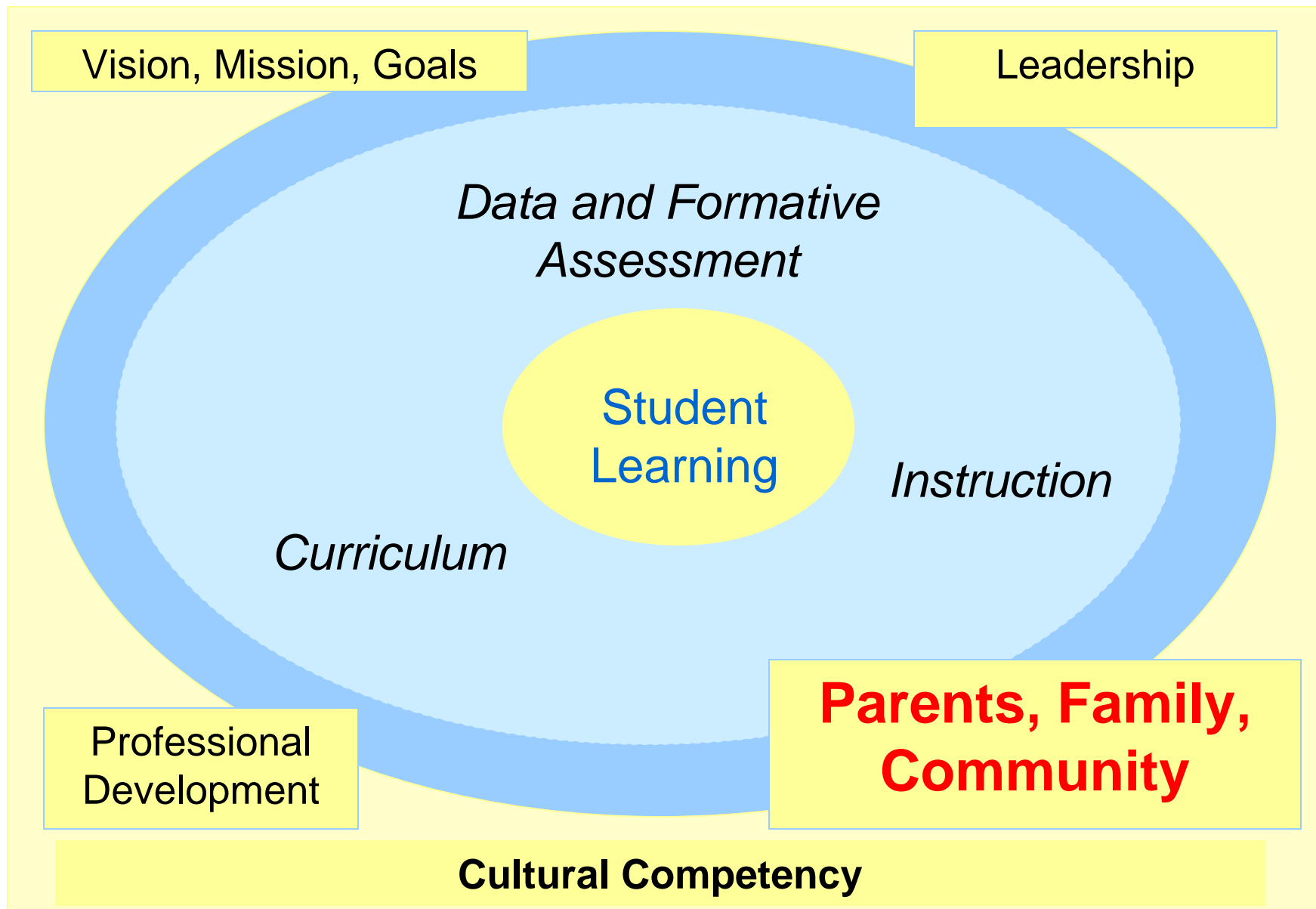
Parents, Family, Community

Cultural Competency

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Leadership

- Student achievement is highest priority
- District-level leadership
  - Supports principals in professional development
  - Focus on shared, instructional leadership
- School-level leadership
  - Is shared
  - Is instructionally focused

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Vision, Mission, Goals

Leadership

Data and Formative Assessment

Student Learning

Instruction

Curriculum

Professional Development

Parents, Family, Community

Cultural Competency

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Parents, Family & Community

- Engage in holding high expectations for children

- Provide training in how to support children's learning

- Effectively communicate

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33

Cultural Competency

Vision, Mission, Goals

Leadership

Data & Formative Assessment

Curriculum

Student Learning

Instruction

Professional Development

Parents, Family, Community

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Cultural Competency

- Ability to provide instruction, curriculum, assessments, and learning environments

➢ Culturally appropriate

 ➢ Linguistically appropriate

  ➢ Engaging

For student's race, ethnicity, home language, or social class

- *For their parents and their community*: Appropriate communication styles and languages

Cultural Competency

Vision, Mission, Goals

Leadership

Cultural Competency

Data & Formative Assessment

Curriculum

Student Learning

Instruction

Cultural Competency

Professional Development

Parents, Family, Community

Cultural Competency
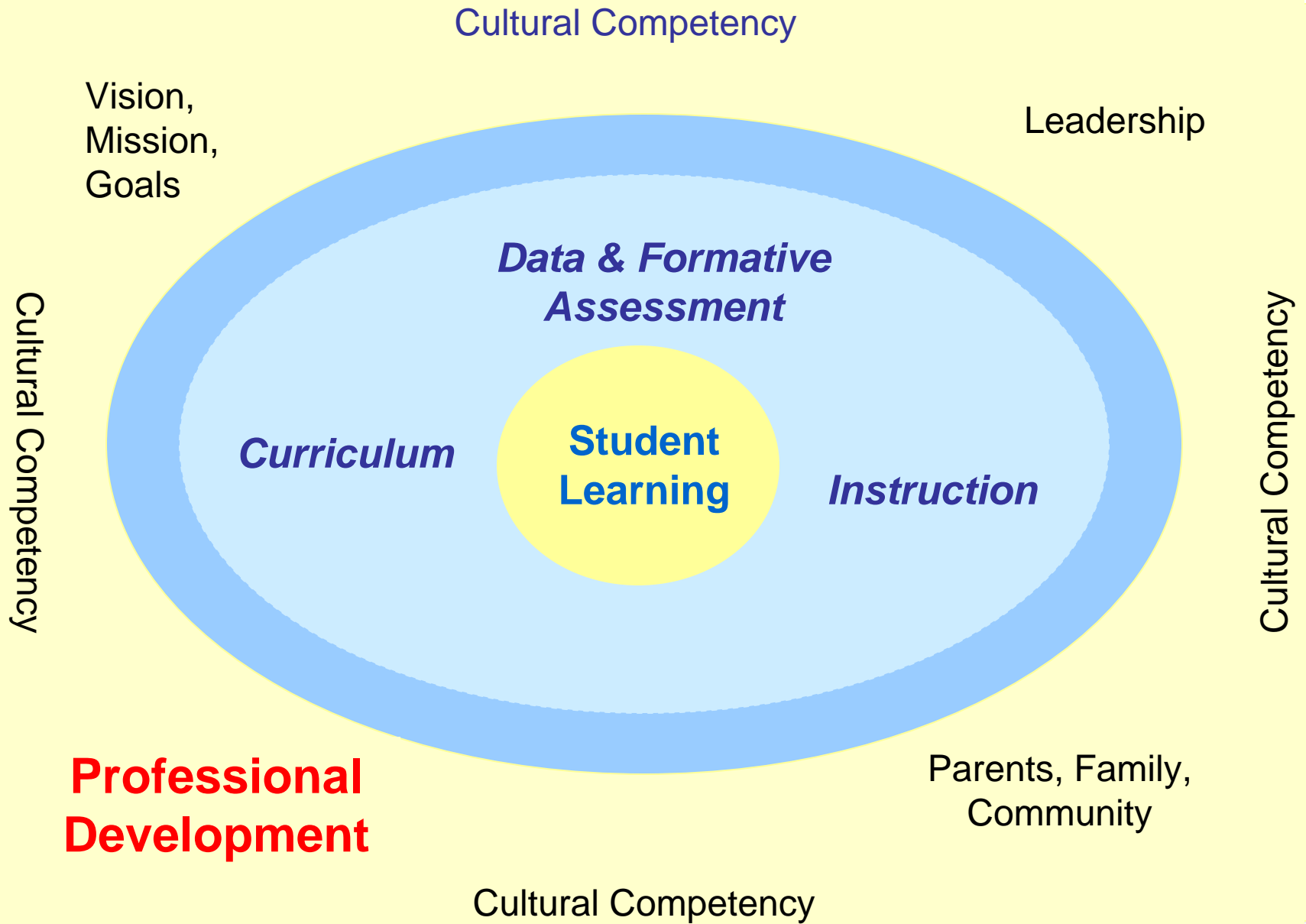
Professional Development

Effective, high-quality PD is

- Long-term
- Intensive
- Content-based
- Instruction-focused
- Classroom-based
- Collegial – Collaborative

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Vision, Mission, Goals

Leadership

Data and Formative Assessment

Curriculum

Student Learning

Instruction

Professional Development

Parents, Family, Community

Cultural Competency

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Theory of Action

1. A set of beliefs
2. Based on the research and best practices
3. Components
   a. High quality
   b. With consistency & fidelity
   c. In all schools
   d. Struggling student groups.

District Support

IDOE Support

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Activity # 3 How Does Our District Support Our Schools?

- Workbook Page 11

- Determine how you support your schools in the components of high-performing schools and districts.

➢ *30 minutes*

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Resources: **Student Data and Formative Assessments**

- Dig deep into the data • Look for trends, patterns

- <u>Districts In Improvement Year 3 Appendix online</u>

A. *Knowing Our Students:*

1) Making Decisions Using Data

2) Activity: Which Data Sources Will Tell Us About Our Struggling Students?

3) Activity: What Can We Learn About Our Struggling Students?

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Resources: **Student Data and Formative Assessments**

B. Questions to Ask About Student Subgroups

1) Students With Disabilities

2) Black

3) Free/Reduced-Price Lunch

4) Limited English Proficient

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Resources: Instruction

A. *Websites of Research and Best Practices for Student Groups*

B. *Instruction: Its Role in High-Performing Districts*

   1) Instruction: Students From Poverty—What Does the Research Tell Us?

   2) Instruction: Students With Disabilities—What Do We Know?

   3) Instruction: Students Learning English As an Additional Language—What Do We Know

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BREAK!
10 minutes

Resources Year 3 Appendix – online at:

http://www.doe.state.in.us/TitleI/improvement_corrective_action.html

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Section II. High-poverty, High-performing districts

How effective is our curriculum?

How do we improve it to increase student learning?

- *Workbook: Section III*

  "Our Curriculum, Instruction, and Assessments"

  pages 17-39

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Learning about Our Curriculum

Activity # 5: Examining Our Curriculum: Do we have one?

- Workbook, page 17

Activity # 6: The Essential Components of High-Quality Curriculum

- Workbook, page 19

Activity # 7: Curriculum Self-Assessment

- Workbook, page 21

➢ *50 minutes*

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A Case Study

- Fort Wayne Community Schools

- Dr. Schauna Findlay, Director of Curriculum Services

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FWCS Curriculum Audit

➤ Held first LEA Workshop: June 12, 2006

- What did we know about our E/LA curriculum?

- What did our audit tell us?

- What did our teachers think about the curriculum's quality?

➤ Do you think this is typical?

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11:50-12:40

Out to LUNCH!

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49

Learning About Curriculum

- **Activity #8: Why is Curriculum Important?**
  - Workbook page 22

- **Curriculum: Research and Literature Review**
  - Workbook page 24

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FWCS: Creating Buy-in

1. *Met with vendor.*

    - District's newly developed Curriculum Mapping Cadre; technology director, and union president

    - To plan PD, roll out, technology needs

2. *Assessed technology needs.*

3. *Implemented training plan to address gaps.*

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4. Plan presented to chief academic officer (CAO) & area administrators by district curriculum mapping coordinator (CMC).

5. CMC led initial training of principals at each level.

6. Principals and CAO developed and delivered *key messages* to the teachers. Union presented same with representative's assembly.

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52

How a Curriculum is Developed?

- **The Mapping and Aligning Process**

  –Silently read, Workbook pages 26-28

- **The Story from Ft. Wayne**

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FWCS: How Is Curriculum Developed?

Day 1 Training: Constructing Maps
- All secondary E/LA teachers & principals
- All elementary principals & lead teacher

➢ What is "content"?

➢ What are "skills"?

➢ What is "unpacking the standards" to determine cognitive demand?

➢ What are formative & summative assessments?

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<u>**Where are our teachers?**</u>

➢ What is the right first step for our building?

➢ How will we get started?

- Establish school-based PD plans.

- Establish deadline for teachers to create first map

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Day 2 Training: Using a Technology-based Mapping Program

- ➢ Teachers practice entering diary maps on software program.
- ➢ *District Support*:
    - Pre-population of content and skill/standard columns for all grade levels
    - Based on existing quarterly skill sequences
    - Provided initial draft of Consensus Map
    - ❖ Limitation: does not define discrete skills ("unpacking the standards")
- ➢ Monthly Collaboration

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FWCS: How Were Consensus Maps Developed?

Self- Assessment: **What have we learned about our curriculum?**

– It is *not* aligned across buildings or by grade level.

– We are *not* using the right assessment tools for the job.

– We still don't know how the pieces fit together.

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Proposed solution
- ✓ Review perception data
- ✓ Review achievement data
- ✓ Sequence "Big Ideas"

Master Map Team develops

Comprehensive District Essential Consensus Maps

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FWCS: What do our maps look like?

1. Content/Essential Questions

2. Skills/Standards

3. Assessments

4. Resources
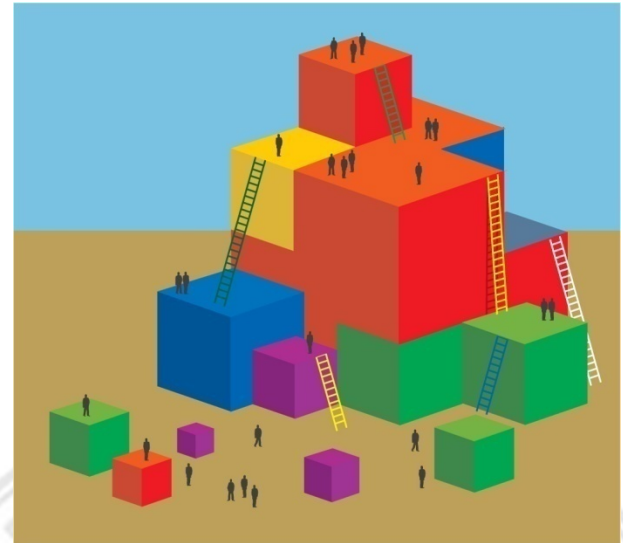
5. Strategies/Activities

6. Months

See handouts of maps

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FWCS: What are the steps to developing a curriculum?

1. Collect the Data

- Built Essential Maps

2. Read-Through of Group's Maps

- Use of calibration checklist

" Am I doing this right?"

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3. Mixed-Small Group Review to Share Findings

- ✓ What do we see from grade to grade?

- ✓ With what do our students struggle?

- ✓ What additional skills do our students need to reach this indicator?

- ✓ What are the best ways for us to teach this?

- ✓ What data/assessments do we need to determine if students mastered the skills or to tell us what to adjust?

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61

4. Large-Group Review of Findings

- Quarterly mapping meetings for each course to review small group findings

- Make immediate adjustments and plan adjustments for next year

- Leave big wonderings for further review

5. Make Immediate Revisions
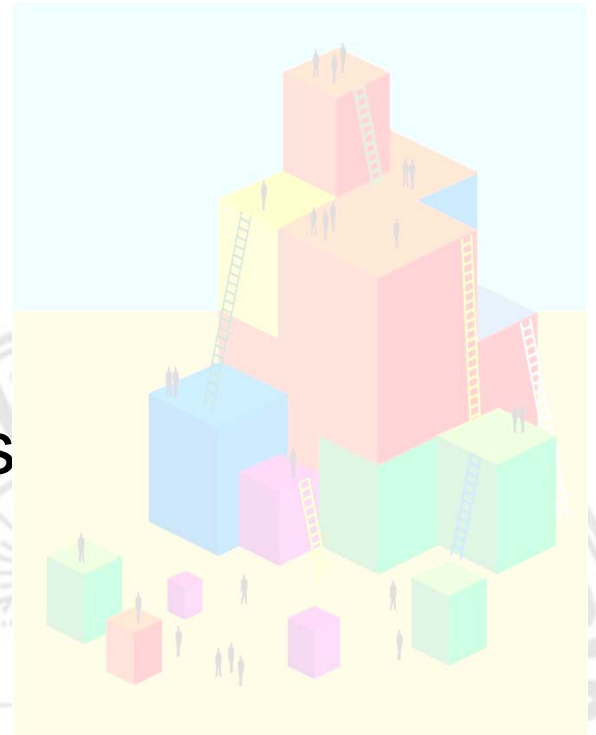
- Revisions to Essential Maps are made throughout the year

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62

6. Long-Term Planning for Changes

♦ Program Evaluation

♦ Achievement Data

♦ Assessment Expectations

♦ Integrating Curriculum

♦ Changes to Core Programs

♦ Impact changes

7. Continue the Cycle

Where do we start? *Option 1*

1a. District develops essential maps.

Who: selected teachers; principals; staff representing all schools, grade levels, content areas

What: unpack standards into subskills

1b. District provides developed essential map to schools who then create consensus maps.

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Where do we start? *Option 2*

2a. **Schools** **individually develop consensus maps.**

Who: teachers and staff

What: unpack standards into subskills

2b. **Schools** **come together to create the district essential map.**

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Which option – How will we know?

"Curriculum Mapping: The First Steps"

- ✓ June 24, 2009 at the Indianapolis Convention Center

- ✓ With Susan Udelhofen, author of *"Keys to Curriculum Mapping"*

- ✓ Those attending should be Curriculum Mapping leadership team (including teachers, principals, curriculum director)
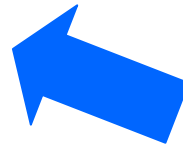
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Section I. NCLB and Districts in Improvement

Section II. High-poverty, High-performing Districts

How do we plan to improve our curriculum?

- *Workbook: Section IV*

  "Creating the Curriculum Development and Implementation Plan"

  pages 31-40

Section III. Highly Effective Curriculum

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67

Break - 10 minutes

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Getting Ready to Map

Establish a Leadership Team and an Organizational Structure

- Workbook, page 32

Interview and Hire a Consultant

- Workbook, page 33

Select a Software Program for Mapping

- Workbook, pages 34-35

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FWCS: Getting Ready to Map

1. Created Leadership Teams and CM Organizational Structure (see Handout)

2. Interviewed Software Providers
- *-* PD plan to start process
- - Initial trainings

3. Hired a curriculum consultant
- - To guide the quality and consistency of the curriculum being developed

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FWCS: Lessons Learned

1. You cannot short-change the learning experience of others. It will take them what it takes you to learn this.

2. Continuity of training is key.

3. Listen to dissenting ideas and use them to get better.

4. Meet with or talk to others who are working on the process for support.

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Mapping and Aligning Tasks

- **Tasks: The First Six Months**" – page 36

- **Tasks: Phase I** – page 37

- **Tasks: Phase II** – page 38

➢ 30 minutes

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IDOE Title I Requirements of Designing a New Curriculum

1. Map and align the English language arts curriculum.

2. Hire a mapping consultant (internal or external).

3. Purchase mapping software program.

4. Conduct *preplanning* process within six months.

5. Ensure that map shows five essential components on a single screen including the state standard

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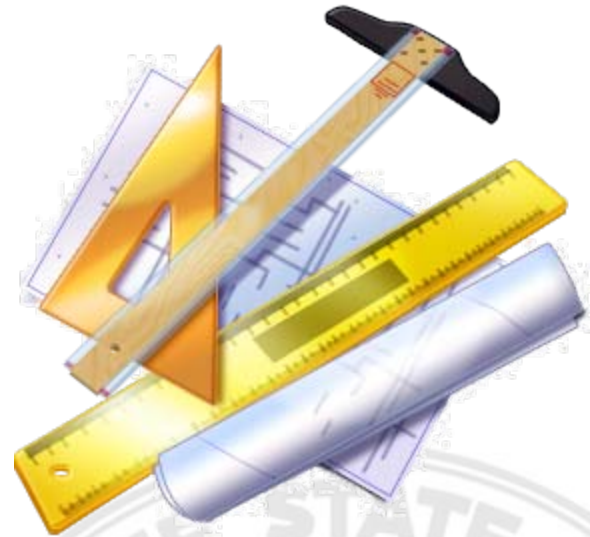# IDOE Title I Requirements of Designing a New Curriculum

6. Send a team to IDOE workshops on mapping and aligning the curriculum.

7. Demonstrate that significant professional development time is dedicated.

8. Ensure each school develops a high quality consensus map within two years.

9. Ensure active participation by all E/LA teachers, K-12.

10. Make maps available to IDOE, Title I.

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Resources: Designing a New Curriculum

"**Tools for Mapping and Aligning the Curriculum**"

Year 3 Appendix – online at:

http://www.doe.state.in.us/TitleI/improvement_corrective_action.html

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IDOE Title I Requirements of Designing a New Curriculum

Who

needs to know about this?

IDOE Title I Requirements of Designing a New Curriculum

Administrators

Teachers and Staff

Unions

Parents

Community

Media

Others

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Questions from Note Cards

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I. NCLB and Districts in Improvement

II. High-poverty, High-performing Districts

III. Highly Effective Curriculum

IV. Planning and Designing and Implementing Aligned, Rigorous Curriculum

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Contact Information: Liz Harmon:
lharmon@doe.in.gov

Please complete an evaluation.

Thank you!

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